**Narrative Writing**

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| **Summary of Unit** |
| This unit is based on Narrative Writing. You will explore and expand your own narrative writing abilities. You will learn how to organize your thoughts and ideas in a logical sequence. You will learn literary elements and the impact that they have on your writing. You will do exercises from writing prompts and from your own ideas. |

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| **Establish Goals:** **(G)** |  |
| **Maine Learning Results: English Language Arts B Writing B2 Narrative Grades 9-Diploma Students embed narrative writing in a written text when appropriate to the audience and purposes.** a. Use diction, syntax, and tone to create a distinctive voice. b. Organize idea in a logical sequence with effective transitions. |  |

***What understandings are desired?***

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| *Students will understand that:* **(U)** |
| • Literary elements are key components to exceptional writing. • Organizing their thoughts and ideas in a logistical sequence will enable them to develop successful narratives. •The style of the written text effects the voice present within the text |

***What essential questions will be considered?***

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| **Essential Questions:** **(Q)** |
| •How does the use of literary elements impact narrative writing? •How does an author effectively transition their thoughts and ideas? •Why would an author choose to use a specific voice? |

***What key knowledge and skills will students acquire as a result of this unit?***

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| *Students will know:* **(K)** | *Students will be able to do:* **(S)** |
| •Types of Narratives/Point of view: First person, Second person, Third person, Omniscience. •Vocabulary: Plot, Conflict, Foreshadowing, Irony, Tone/Mood, Symbolism, Theme, Imagery, Figurative Language, Characterization. •Writing Strategies. | •b. Organize ideas in a logistical sequence with effective transitions. •Make sense of their own thoughts and ideas to others. •Apply specific literary elements to their own compositions. •Analyze styles of writings and their components. •Be open to using many forms and styles of writing. •Reflect critically upon their own writing. |  |
| Performance Task (Summary in G.R.A.S.P.S. form): **(T)** Goal: Your task is to choose a partner and create an audio narrative via podcast. You may include multiple voices and sound effects to fully dramatize your creation.  Role: You and your partner are contestants in the hit T.V. show Narrative Idol.  Audience: The target audience is the viewers of Narrative Idol who will cast their "votes" at the end of the contest.  Situation: You and your partner have made it into the final round of Narrative Idol and your team is now competing for the title of the next Narrative Idol.  Product/Presentation: You and your partner need to develop a narrative and then turn it into a podcast so that you can enter it in to the Narrative Idol competition.  Standards (criteria from both rubrics): Your product will be judged by the contest judge (the teacher) on the inclusion of literary elements, transitions, grammar/language, participation, time frame and engagement. Your presentation will be judged by the audience (your peers) on promptness, form, and sound quality. |  |  |

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| **Expectations** |
| You are expected to be to class on time and prepared. There will be many planned opportunities throughout the class for revisions of all work, therefore all due dates are final. I understand that there will be some extenuating circumstances so if you do need an extension you need to have a written note from a parent/guardian or doctor explaining why. All assigned work must be typed on a word processor using Times font, 12 points, unjustified and free of typographical, spelling and grammatical errors. Please keep a copy of all work submitted, until the final grade of the course has been determined. The majority of this class will include working with your peers and their work. You are expected to be respectful of all work presented in class or online. |

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| **Benchmarks** |
| Below is the point value for each assessment and your grade will be based on the percent of points earned from the total points of 300.  Participation - (40 points) Many projects are group activities. You will be graded on participation during these.  Web Quest-(30 points) There will be a WebQuest project. Completion of this is required.  Prompts -(60 points) (15 each) You will right a total of four prompts one from a different point of view.  Critiques -(30 points) You will critique your team mates work on a team blog.  Final Essay-(40 points) There will be an essay due at the end of the unit based on your experience and preferences as an author.  Performance Task - (100 points) You and a partner will present an original narrative in the form of a podcast. |

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| **Grading Scale** |
| A (93 -100) A- (90 - 92) B+ (87 - 89) B (83 - 86) B- (80 - 82) C+(77 - 79) C (73-76) C- (70 - 72) D+(67 - 69) D (63 - 66) D- (60 - 62) F (0 - 59) |